higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SSAUF
"STAFFING SOUTH AFRICA'S UNIVERSITIES" FRAMEWORK

"Revitalising and Tranforming the Academic Profession"

STAFFING SOUTH AFRICA'S UNIVERSITIES FRAMEWORK

A COMPREHENSIVE, TRANSFORMATIVE APPROACH TO DEVELOPING FUTURE GENERATIONS OF ACADEMICS AND BUILDING STAFF CAPACITY

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FOREWORD BY THE MINISTER

The set of proposals that make up the Staffing South Africa's Universities Framework promises to make a substantial and timely contribution to the effectiveness, composition, and sustainability of our university system.

The Framework should be read in the context of recent key policy documents, such as the *White Paper for Post-School Education & Training: Building an Expanded, Effective and Integrated Post-School System* (November 2013), which lays out the priorities for the post-school education and training system in South Africa. It represents a vision for an integrated system of post-school education and training, with all sectors, including higher education, playing their role as parts of a coherent but differentiated whole. Furthermore, it emphasises that obtaining access to an institution is not sufficient in itself, but that the education provided must be of high quality.

The emphasis on quality in all the roles of a university (teaching, research and social engagement) is a high priority for the sector. Achieving this depends to a large extent on the availability of adequate numbers of capable staff at our universities, who are fully representative of a democratic South Africa.

It is no secret that the higher education sector currently finds itself in somewhat of a crisis in relation to the size, composition and capacity of its academic staff.

The challenge is multi-faceted, having to do with the slow pace of transformation, regeneration and change, the ageing workforce, developments in higher education worldwide that demand ever greater levels of expertise from staff, the relatively under qualified academic staff workforce, and low numbers of postgraduate students representing an inadequate pipeline for the recruitment of future academics.

Moreover, national growth projections for student numbers over the next five years point to the need to rapidly upscale the recruitment of academic staff. It is calculated that the sector will need to recruit at least 1 200 new academics per annum to respond to historical backlogs, cater for staff attrition and to accommodate planned growth. Recruitment efforts will need to prioritise

the recruitment of black and women academics in order to change the demographic profile of the sector and increase the pace of transformation in the sector.

The Department of Higher Education and Training's *Staffing South Africa's Universities Framework (SSAUF*) *– a Transformative, Comprehensive Approach to Building Capacity and Developing Future Generations of Academics* initiative represents a bold and decisive response to these challenges.

The SSAUF has built on previous investigations and international experience and takes as a starting point the urgent and challenging imperative to recruit, support and retain black and female academic staff to address their very serious under-representation at all levels in the sector. It recognises the need for more explicit attention to be paid to creating much wider awareness of academic work as a career that is both attractive and attainable for those with ability, and sets out pathways for new and existing staff through which staff can be effectively developed, inducted and supported to embark on and succeed in an academic career.

The SSAUF is multi-pronged, nationally coordinated, premised from the outset on new permanent posts, and aims to provide effective induction into and development of all aspects of the academic job: teaching, research, social engagement, and academic leadership and management.

The university sector is invited to partner with the Department of Higher Education and Training in this important endeavour and to contribute to the goal of developing a national higher education system of high quality that is truly representative, transformed, responsive to the needs of South African society, and is globally competitive.

Dr B.E. Nzimande, MP
Minister of Higher Education and Training

Date: 27/02/2015

ACRONYMS AND ABBREVIATIONS

ASSAf	Academy of Science for South Africa
DHET	Department of Higher Education and Training
EACEP	Existing Academics Capacity Enhancement Programme
HEMIS	Higher Education Management Information System
HESA	Higher Education South Africa
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
SETA	Sector Education and Training Authority
SSAU-DP	Staffing South Africa's Universities Development Programme
SSAUF	Staffing South Africa's Universities Framework
SSEP	Supplementary Staff Employment Programme

LIST OF UNIVERSITIES

CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DUT	Durban University of Technology
MUT	Mangosuthu University of Technology
NMMU	Nelson Mandela Metropolitan University
NWU	North West University
RU	Rhodes University
SMU	SefakoMakgatho Health Sciences University
SPU	Sol Plaatje University
TUT	Tshwane University of Technology
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UMP	University of Mpumalanga
UP	University of Pretoria
UNISA	University of South Africa
US	University of Stellenbosch
UNIVEN	University of Venda
UWC	University of the Western Cape
WITS	University of the Witwatersrand
UNIZULU	University of Zululand
VUT	Vaal University of Technology
WSU	Walter Sisulu University

1. PURPOSE OF THE STAFFING SOUTH AFRICA'S UNIVERSITIES FRAMEWORK (SSAUF)

1.1 It is widely recognized that the South African university system as a whole is currently experiencing severe challenges in relation to the size, composition and capacity of its academic staff.

1.2 The Staffing South Africa's Universities Framework (SSAUF) is a national and sector response towards addressing these challenges.

1.3 The SSAUF has been developed in partnership with the sector, and its development has involved extensive consultation. The SSAUF builds on and takes forward work that was carried out by a Higher Education South Africa (HESA) task team, which culminated in a report, *Proposal for a National Programme to Develop the Next Generation of Academics for South African Higher Education* (HESA, 2011). Many of the report proposals are taken up in the SSAUF.

1.4 The SSAUF takes as its starting point the urgent imperative to recruit, support and retain black academic staff to address their very serious under-representation at all levels in the sector. It also recognizes the need for more explicit attention to be paid to creating much wider awareness of academic work as a career that is both attractive and attainable for those with ability, and sets out ways through which staff can be effectively recruited, developed and inducted into an academic career. This should lead to greater retention of academics in the system, and to promotion opportunities for well developed, capable staff.

1.5 Specifically, the SSAUF intends to:

1.5.1 identify and nurture academic talent early in the academic development trajectory, at senior undergraduate level or early post-graduate level; and

1.5.2 support newly recruited academics to acquire doctoral degrees (or Master's Degrees in selected fields); develop teaching expertise; develop research skills, including scientific publication skills; provide development opportunities for academic staff at all levels; and enable the recruitment of supplementary staff to enhance and strengthen teaching and research at universities.

1.6. The SSAUF intends to make possible a rapid increase in the number of people likely to enter the academic profession, and is designed also to have a significant systemic effect through its emphasis on multi-faceted, phased development.

2. BACKGROUND TO, AND JUSTIFICATION FOR, THE SSAUF

2.1 In sketching the context and background, the salient issues of transformation, staff: student ratios, enhancing the qualifications and effectiveness of staff already in the system, and building future capacity through strengthening and expanding the pipeline from which future academics are drawn, provide the justification for the SSAUF.

Inequality of representation amongst existing staff

2.2 Given the inequities of the past, it is not surprising that there are great disparities in relation to the representation of different population groups in academic institutions in both the student and staff sectors. What is of great concern is the persistence of these disparities. Nevertheless, change is happening, albeit at a slow pace, as Table 1 reveals in respect of staff.

Table 1: All instruction and research staff, 2003 – 2012, by population group [HEMIS 2012 audited data]

	2003	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
African	9732	9080	9680	10276	9875	10803	12169	13593	15128	16429
Coloured	2061	1826	1835	1954	2136	2187	2263	2398	2734	2664
Indian	3613	3351	3480	3779	3705	3899	3656	3932	4302	4346
White	28139	25509	24242	25174	24199	24138	25067	26041	27056	27456
Unknown	2112	1406	1280	1537	1468	1347	291	615	763	678
Grand Total	**45657**	**41172**	**40517**	**42720**	**41383**	**42374**	**43446**	**46579**	**49983**	**51573**

2.3 The table shows that the overall academic work force in 2012 remained predominantly white, making up 53.2% of the total. This is a considerable drop from the 61.6% that white staff constituted in 2003. African and Coloured groups remain grossly underrepresented, with Africans making up 31.8% of the total in 2012 (2003: 21.3%) and Coloured staff 5.1% (2003: 4.5%).

2.4 In terms of gender, women constitute 44.6% of the staff in universities, considerably less than their proportion (51%) in the population. Of particular concern is the

underrepresentation of women in the senior academic ranks, where they constitute less than a third (29.5%).

2.5 The figures point to the need for development and recruitment efforts to be sharply focused on African and Coloured candidates, with particular priority being given to women.

Unequal and/or unfavourable staff: student ratios

2.6 It can be argued that improved student: staff ratios lead to an increase in quality, throughput and success in the system, and that the current average staff: student ratio is inadequate for the kinds of measures that are necessary to meet the needs of the majority of students currently being admitted to higher education studies.

Table 2: Staff: student ratios in 2011 and 2012 (HEMIS audited data 2012)

	Staff: Student Ratio	Average for Institutional Type*	Staff: Student Ratio	Average for Institutional Type
	2011		2012	
UNISA	87	87	82	82
MUT	39	29	40	28
UNIZULU	38	25	40	24
VUT	34	29	30	28
UFH	30	18	31	18
TUT	30	29	30	28
NMMU	30	25	28	24
DUT	29	29	28	28
NWU	29	18	22	18
WSU	29	25	27	24
CUT	27	29	26	28
CPUT	25	29	25	28
UNIVEN	24	25	23	24
UFS	21	18	21	18
UP	21	18	21	18
UWC	20	18	22	18
UL	20	18	20	18
UKZN	19	18	19	18
UJ	19	25	19	24
US	18	18	18	18
UCT	13	18	13	18
Rhodes	11	18	13	18

WITS	10	18	11	18

*The three main institutional types are traditional universities, comprehensive universities and universities of technology.

2.7 The table shows that overall, staff: student ratios have remained relatively steady over the two years, with, on the face of it at least, substantial improvements between 2011 and 2012 taking place at UNISA, the Vaal University of Technology, and North West University.

2.8 As can also be seen in the table, staff: student ratios vary greatly between South African universities, with the best ratios being in the better established and endowed universities, and the least adequate being in the universities which serve larger numbers of students from the most educationally disadvantaged backgrounds. Some of this variation can be explained by the Programme and Qualification Mix (PQM) of institutions, so that those that offer programmes in Engineering, Health Science, Architecture and suchlike will tend to have better staff: student ratios. However, this cannot explain all the differences. Other contributing factors are institutional priorities and/or historical inequalities.

2.9 Where the staff: student ratio presents a challenge, the SSAUF provides an opportunity for those universities to put in place measures to address the issue, as part of the university's plan to establish an effective and appropriate complement of academic staff.

Low throughput rates

2.10 Cohort studies have been able to provide an indication of throughput rates in a range of university programmes, as shown in Table 3.

Table 3: 2005 Cohort study excluding UNISA (Source: HEMIS Cohort Study)

		Year 1	Year 3	Year 5	Total
3 yr diploma	Graduated	-	16%	19%	35%
	Dropped Out	33%	18%	5%	56%
UG degree	Graduated	-	27%	21%	48%
	Dropped Out	30%	12%	4%	46%
Master's	Graduated	6%	25%	12%	43%
	Dropped Out	28%	15%	13%	57%
Doctorate	Graduated	1%	14%	20%	35%
	Dropped Out	22%	15%	4%	41%

2.11 In all cases, the number of students who eventually graduate is lower than 50% of those who began their studies in 2005, even after allowing for two extra years for completion. It is clear that the system is under strain and that more needs to be done to improve the efficiency and quality of the current processes and approaches in the higher education system. It is not assumed that this challenge can be met simply by recruiting more staff: rather, the point being made is that improvements are unlikely if the staff: student ratio worsens as will be the case if planned growth is not matched by concomitant increases in staff numbers.

Qualifications and expertise of existing staff

2.12 In 2011, just over one third of academic staff in permanent positions held the doctorate: in 2012, this had risen slightly to 35.5%. However, the distribution ranges very widely (see Table 4 below). Only six universities had more than 50% of their permanent academics with doctorates: UCT, US, Rhodes, Wits, UWC and NWU. Clearly, a concerted effort is needed if the sector is to have a chance of meeting the targets that have been set for the number of academic staff holding doctorates (the Medium Term Strategic Framework (MTSF) 2014-2019 target is for 46% of academic staff to hold doctorates by 2018).

Table 4: Percentage of permanent university staff with doctorates in 2011 and 2012 (HEMIS audited data)

	% 2011	% 2012
UCT	63	65
US	56	53
RHODES	55	51
WITS	54	55
UWC	53	52
NWU	49	50
UP	48	49
UFS	42	40
NMMU	39	41
UKZN	38	47
UFH	35	37
UJ	33	29
UNIVEN	32	31
UNISA	31	39
UNIZULU	30	27
CUT	28	26
TUT	20	21
UL	18	21

CPUT	14	25
VUT	14	13
DUT	12	15
WSU	12	20
MUT	8	9
Average	**34**	**35.5**

2.13 Use of the doctorate as a proxy for improving the overall quality of educational processes in the system (involving research, teaching and learning, social responsiveness and academic leadership and management) is now widespread in policy terms. Regarding it as a necessary but not sufficient factor has recently been recognized, however, through such instruments as the DHET's Teaching and Research Development Grants, and the Quality Enhancement Project of the Council for Higher Education. This wider view of developing capacity and quality underpins the range of programmes making up the SSAUF.

A growing but still inadequate postgraduate pipeline

2.14 It can be seen in Table 5 below that the numbers of doctoral enrolments have dramatically increased over the years 1994 to 2012 – from just fewer than 5,000 in 2004 to 13,670 in 2012.

Table 5: Doctoral enrolments by gender and population group, 1994 – 2012 (HEMIS audited data)

	Female	**Male**	**Total Gender**	**African**	**Coloured**	**Indian**	**White**	**Total Race**
1994	1491	3447	4938	436	155	196	4150	4937
%	30.2	69.8	100	8.8	3.1	4.0	84.1	100
2007	4246	5802	10048	3889	565	797	4747	9998
%	42.3	57.7	100	38.9	5.7	8.0	47.5	100
2012	6114	7848	13962	6573	794	1062	5241	13670
%	43.8	56.2	100	48.1	5.8	7.8	38.3	100

2.15 Over this period, the numbers of graduates, too, have grown considerably – from 972 in 2000 to 1879 in 2012. Despite this growth, South Africa's numbers of doctoral graduates are very low compared to other countries (23 per million of population in South Africa compared to 43 for Brazil, 157 for South Korea and nearly 200 for Australia (ASSAf, 2010 cited in HESA 2011).

2.16 Increasing the rate of this growth will require focused and concerted effort, since South African doctoral production exhibits several constraining features (ASSAf2010), such as skewed representivity, particularly for African and Coloured groups; major blockages along the educational route towards the doctorate (beginning with poor secondary schooling, particularly in Mathematics and Science);slow average time to completion (in 2007 this was 4.8 years);limited supervisory capacity; funding constraints; and the average age of first enrolments for doctoral study (38 years).

2.17 The SSAUF is designed to assist in overcoming many of these constraints.

3. PROJECTING THE NUMBER OF NEW ACADEMICS THAT NEED TO BE RECRUITED IN THE NEXT FIVE YEARS (2014 -2019)

3.1 The expansion of access envisaged in both the National Development Plan (National Planning Commission, 2011) and the White Paper on Post-School Education and Training (DHET, 2013) carries with it the need to increase the number of academics to at least maintain the current ratio between staff and students. However, the sector is losing academics to retirement, death, emigration and moves into other employment faster than they are being replaced, and the real numbers required by both growth and replacement are far from being realised.

3.2 The number of academics needed in any future year e.g. 2019, is calculated by determining the number of additional academics that will be needed to cater for planned system growth; the number of additional academics that will be needed to enhance system efficiency e.g. through improved staff: student ratios; and the number of additional academics that will be needed to replace those lost through attrition (retirement, resignation and death) from a baseline year to the target year.

3.3 The 2014-2019 enrolment planning process that the DHET has recently concluded with universities has set targets for a greater number of enrolments as well as for a slightly improved staff-student ratio, as shown in Table 6 below.

Table 6: Planned full time equivalent student and staff numbers (source: National Enrolment Plans submitted to DHET by public universities)

	Planned Targets					
	2014	**2015**	**2016**	**2017**	**2018**	**2019**
Student numbers	665313	679871	694263	709833	724722	737343
Staff numbers	23794	24547	25282	26056	26800	27477
Staff: student ratio	**1:28**	**1:27.7**	**1:27.5**	**1:27.2**	**1:27.0**	**1:26.8**

3.4 The table shows the targeted growth in FTE student enrolments from 665 313 to 737 343 over the next five years, and a growth in FTE staff numbers from 23 794 to 27 477, which implies a projected reduction in the average staff: student ratio from 1:28 to 1:26.8 by 2019.

3.5 Accommodating the new growth, along with an improved staff: student ratio, will require the recruitment of 3 683 (27 477 – 23 794) additional academics into newly created posts by 2019. This works out to an average of 737 per year. It is estimated that the university system has been employing about 233 (fulltime equivalent) academics into newly-established posts each year between 2000 and 2012. It is therefore important to note that the SSAUF is not intended to replace other, more traditional ways of recruiting staff, but is put forward as an additional, focused, purposive and ongoing attempt to ensure renewal and transformation of the academic work force. Individual university efforts to recruit staff must continue, and be strengthened where this is possible.

3.6 The number indicated above (3 683) is an indication of the need resulting from system expansion and improved efficiency. It does not include the need that is generated as a result of normal attrition through retirement, resignations and death.

3.7 It is very difficult to determine precise statistics on the attrition rate of academics at South African universities, as the DHET has been unable to track this through the HEMIS. This is as a result of the inability of universities to provide the identity numbers of staff, which is the only way that such tracking can happen, due to the requirements of the Protection of Private Information Act. This further complicates supply-demand planning, and discussions are taking place about ways to overcome this challenge. There are also very limited studies that explore academic staff retention and attrition. There are multiple factors that impact on staff attrition and the issue of academic staff attrition and retention needs to be researched much more extensively in and by South African universities.

3.8 Some data exist on age cohorts of academic staff in South African universities, and these can be used to show what future retirement trends might be, as shown in Table 7 below.

Table 7: Headcounts of instruction/research professionals with permanent appointments at South African universities, according to age (HEMIS audited data, 2012)

	Professor/ Associate Professor	Director/ Associate Director	Senior Lecturer	Lecturer	Junior Lecturer	Below Junior Lecturer	Undesig -nated	Total
Under 25 years	0	0	2	43	64	5	7	121
25-34 year	72	0	656	1,998	432	56	92	3,306
35-44 years	766	31	1,504	2,598	246	44	99	5,288
45-54 years	1542	67	1,419	1,906	107	22	72	5,135
55-59 years	960	43	592	580	23	10	34	2,242
60-62 years	427	25	230	151	12	1	19	865
63-65 years	242	12	112	67	4	1	8	446
66-69 years	19	0	4	9	1	0	0	33
70 years and over	6	1	2	6	0	0	0	15

3.9 Universities have different policies in place regarding retirement age. Age 60 is the retirement age at some universities, whilst others have 65 as the retirement age. Some universities allow highly productive staff to continue beyond age 65, albeit almost always on part-time or carefully defined conditions. It is therefore difficult to predict accurately how many of the staff in the table above will actually retire in a given time.

3.10 It can reasonably be expected that all the staff aged 60 and above in the table will reach retirement age and/or retire in the next five years, and so will need to be replaced (1359).

3.11 It is estimated that 50% (1 121) of the staff in the 55 -59 years age bracket will retire by 2020.

3.12 Therefore, the number of new academics that will be needed to cater for growth in the system, for improved staff: student ratios, and to replace staff that retire, amounts to 6 163 (3683 + 1 359 + 1 121).

3.13 Over a five year period, 1232 new academics need to be recruited each year (6163 /5).It should be borne in mind that this is a conservative estimate, which has not been able to take into account the attrition caused by resignations and by death.

3.14 Decisions about the scale of implementation of the programmes making up the SSAUF can therefore be guided by the numerical challenge outlined above, as well as by the availability of resources.

4. STRENGTHENING THE PATHWAY FOR THE DEVELOPMENT OF ACADEMICS THROUGH THE SSAUF

4.1 The development pathway leading to an academic career is long and complex. From the point of view of higher education – that is, from the end of schooling - the pathway typically includes the following stages: undergraduate, Honours (or the 4th year of a 4-year Bachelor's degree), Master's, Doctorate, and Post-doctorate.

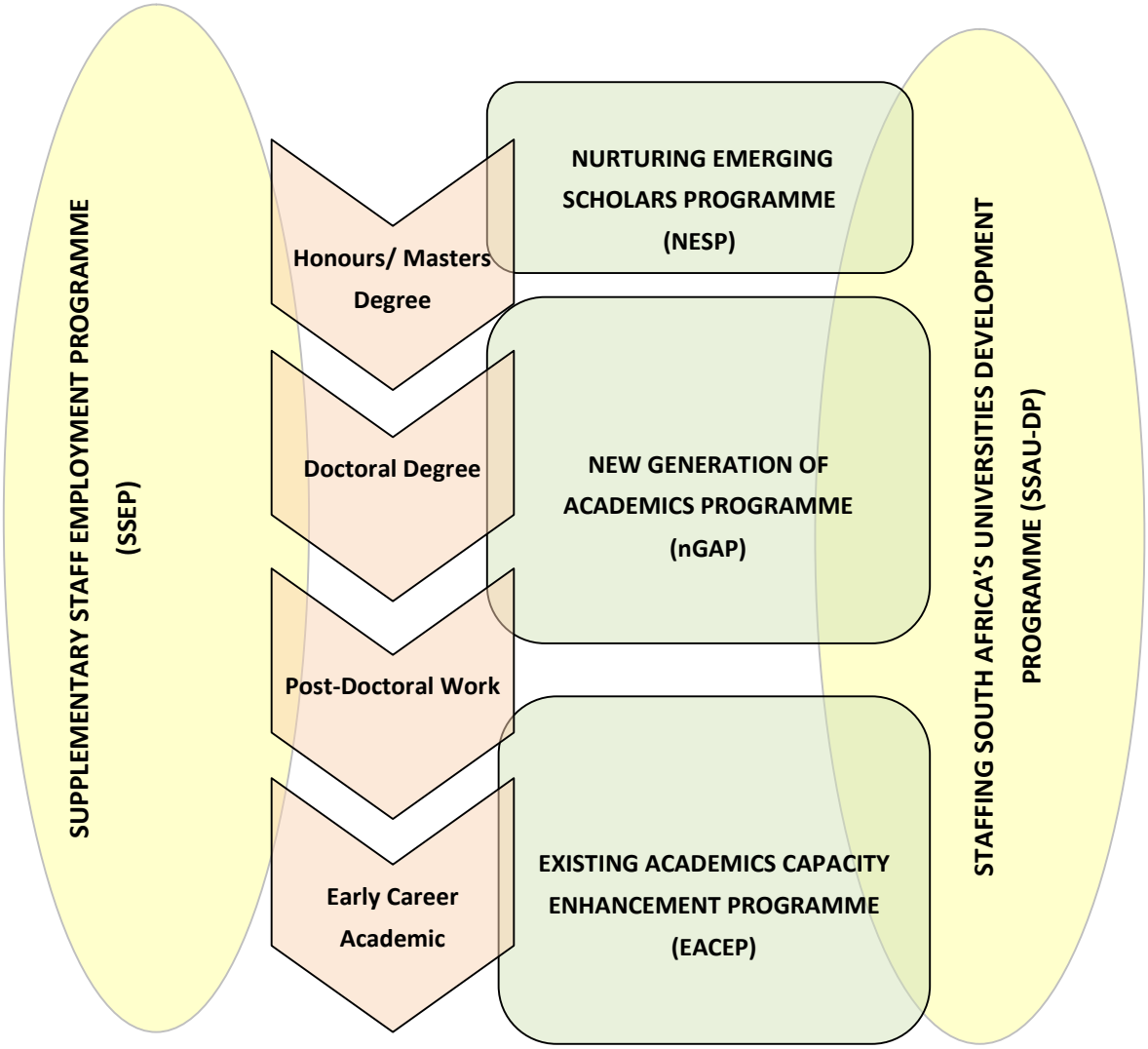
4.2 The quality of the learning experiences and opportunities of each of these stages impacts dramatically on the likelihood of individuals progressing to the next stage, and ultimately achieving their ambitions, and on the person-power needs of the country being adequately and effectively met.

4.3 Clearly, the kinds of support, development and challenge that are appropriate at each stage differ considerably, and there are differences too in the approaches that need to be used in respect of different disciplines.

4.4 Potential academics are often left to navigate this pathway on their own, with little signposting, and fragmented support along the way. This contributes to low retention, and to scholars taking a very long time to complete their formal studies. Many academics are already well into their careers before they are able to achieve a doctoral degree.

4.5 The SSAUF recognizes the opportunities and need for different kinds of support along the academic development pathway, and puts in place a series of programmes to provide appropriate and relevant support at different points on the pathway, as shown in Figure 1below.

Figure 1: Staffing South Africa's Universities Framework (SSAUF)


SUPPLEMENTARY STAFF EMPLOYMENT PROGRAMME (SSEP)
Honours/ Masters Degree
Doctoral Degree
Post-Doctoral Work
Early Career Academic
NURTURING EMERGING SCHOLARS PROGRAMME (NESP)
NEW GENERATION OF ACADEMICS PROGRAMME (nGAP)
EXISTING ACADEMICS CAPACITY ENHANCEMENT PROGRAMME (EACEP)
STAFFING SOUTH AFRICA'S UNIVERSITIES DEVELOPMENT PROGRAMME (SSAU-DP)

4.6 The SSAUF consists of three core programmes linked to the academic development pathway, and two cross-cutting support programmes:

4.6.1 the *Nurturing Emerging Scholars Programme* (NESP) will identify students who are beginning to demonstrate academic ability at relatively junior levels (senior undergraduate or Honours), and who might be lost to the system unless structured, attractive prospects and opportunities are available and active recruitment efforts undertaken;

4.6.2 the *New Generation of Academics Programme* (nGAP) will recruit new academics against carefully designed and balanced equity considerations and in light of the disciplinary areas of greatest need, drawing from promising current senior postgraduate students or past students who hold appropriate post-graduate degrees and who have ambitions/can be attracted to become academics. This group of current students/past graduates will form the major cohort of what the SSAUF calls nGAP Scholars;

4.6.3 the *Existing Academics Capacity Enhancement Programme* (EACEP) will support the development of existing academics, for example through support to complete their doctoral studies or through addressing specific gaps with respect to teaching development, research development, social engagement and academic leadership;

4.6.4 the *Supplementary Staff Employment Programme* (SSEP) will enable universities to recruit specific skills on a needs basis, in a temporary capacity, to address specific gaps as the overall staffing challenge is being addressed, and is a cross-cutting programme that will also support the implementation of other core SSAUF programmes underway at the university; and

4.6.5 the *Staffing South Africa's Universities Development Programme* (SSAU-DP) cuts across the core programmes and supports teaching and research development needs in each programme. This component of the Framework is designed so that the different categories of academics/scholars are supported sufficiently to enable a better chance of success in their development and to ensure greater retention and throughput.

4.7 The SSAUF has a focus on both research development and teaching development, and this aspect of the framework will ensure that academics who are supported through programmes in the framework emerge as stronger teachers as well as researchers, and are able to function effectively over the full spectrum of academic roles.

5. THE NURTURING EMERGING SCHOLARS PROGRAMME (NESP)

5.1 Emerging scholars are students in their final year of undergraduate study, or are Honours or Master's students or graduates, whose academic performance is strong. The NESP recognises the potential of this group of students or graduates and seeks to actively direct some of that potential towards a career in academia, through making structured, attractive prospects and opportunities visible and available to them.

5.2 The NESP will involve the implementation of activities to communicate about and advocate for the possibility of choosing to follow an academic career.

5.3 Universities will be requested to identify high achievers early in their study programmes. These students will be targeted actively to continue with their studies. They will receive regular email correspondence from the DHET, spelling out the advantages and opportunities offered by academic careers, clarifying the processes needed to achieve in this regard, and making known details of national funding opportunities. Students will be encouraged and reminded to stay in touch via the SSAUF website, and will be invited to seminars and presentations on relevant issues.

5.4 As far as possible, scholarships will be provided to these students, with appropriate contractual obligations.

5.5 As far as possible, too, the emerging scholars will be drawn into structured university tutorship and mentorship programmes as tutors or mentors, and as part of this, will be offered opportunities for development, and exposure to academic life.

5.6 They will also be linked into structured mentor programmes through the Staffing South Africa's Universities Development Programme (SSAU-DP), where, as mentees, they will receive support as potential new recruits into academia.

5.7 The NESP will assist in creating a viable talent pool from which future academics can be recruited.

5.8 The main cost drivers associated with the implementation of the NESP are: development and distribution of advocacy material; advocacy visits to institutions; the employment of emerging scholars as tutors and mentors; support for emerging scholars to participate in SSAU-DP activities; costs associated with assigning a mentor for each emerging scholar; and post-graduate (Honours and Master's) scholarships for emerging scholars.

6. THE NEW GENERATION OF ACADEMICS PROGRAMME (nGAP)

6.1 The nGAP involves the recruitment of highly capable scholars as new academics, against carefully designed and balanced equity considerations and in light of the disciplinary areas of greatest need. It is envisaged to be the biggest programme within the SSAUF.

6.2 The most important features of the programme are that scholars are appointed into permanent posts firmly factored into long-term staffing plans right from the outset, and appointments are governed by contracts which clearly spell out the expectations, obligations, roles and responsibilities of the employing university and of the scholar/newly appointed academic.

6.3 It is intended that the scheme will be recurrent, and successive cohorts of nGAP scholars will be taken on at intervals that are determined by fund availability.

6.4 Given the scale of the need for new academics each year, described in section 3 of this document, the nGAP aspires to allocate 400 posts across the sector, per annum (approximately 25% of the number of new academics needed per year). Therefore, if 400 scholars are taken in for 6 consecutive years, after 6 years the scheme will have reached its intended scale with a maximum of 2 400 scholars spread across the 6 years of the nGAP.

6.5 This means that, on average, each university could be nominally allocated 15 nGAP posts per year. Differences in size, and staffing plans in any given year, will of course play essential roles in determining the number of posts an institution is able and willing to absorb, and thus the allocation of posts.

6.6 However, the number of posts that will be made available, and the intervals between successive cohorts, will be determined by the ability of the DHET to source funding for successive cohorts. One hundred (100) posts are deemed to be the minimum to initiate a cohort in the programme.

6.7 The nGAP covers a six year period for each cohort taken onto the programme, covering a 3-year development programme plus 3 years induction thereafter.

6.8 The nGAP will be structured as follows:

6.8.1 a development programme of 3 years duration (with the possibility of the programme being tailored to meet the needs of individuals);

6.8.2 three years induction after successful completion of the Development Programme; and

6.8.3 continuing permanent employment at the appointing institution thereafter.

6.9 The nGAP is summarised in Table8 below.

Table 8: The New Generation of Academics Programme (nGAP)

	Phase 1 Development Programme			**Phase 2 Induction and early career development**		
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Employment	√ [reduced load]	√ [reduced load]	√ [reduced load]	√ [increasing load]	√ [full load]	√ [full load]
PhD/M study	√	√	√	Possibly still completing		
Mentoring	√	√	√	√	√ (tapering off)	
Teaching Development	√	√	√	√	√	√
Research Development	√	√	√	√	√	√

6.10 Government will carry the full cost of the post for the first 3 years, with cost-sharing mechanisms between government and the appointing university from the fourth year of the programme. Government funding will cover:

6.10.1 the full costs for the 3 years of the SSAU Development Programme; and

6.10.2 seventy-five percent of the costs of the 1st induction year, 50% of the costs of the 2nd, and 25% of the costs of the 3rd year after the development programme. In other words, institutions will be required to provide 25% of the costs of the 1st induction year after the development programme, 50% of the 2nd induction year, and 75% of the 3rd induction year.

6.11After 6 years, institutions will be required to bear the full employment costs for the post. This requires institutions to develop long-term staffing plans, taking into account equity, enrolment and strategic size and shape plans (including growth), anticipated retirements of staff, and the usual attrition rates over and above retirements. Institutions will need to be able to show convincing evidence of this planning provision to be awarded nGAP posts.

6.12 Each university will be expected to identify the range of nGAP posts that it would like to be appointed at the institution in a given year, based on its long term staffing plan, and make an application to the DHET for these posts to be supported.

6.13 Posts approved for support at all the universities will be used to create a composite nGAP scholar vacancy list for the cycle, which will be widely advertised nationally and at institutional level through various platforms, including electronic and print-based media, in order to solicit applications from prospective scholars. The advertisement will clearly indicate that the posts are institution-based and are permanent posts.

6.14 Applicants will be encouraged and able to apply for as many posts as they wish.

6.15 A set of criteria linked to the transformational agenda of the SSAUF, as well as other imperatives, will be put in place to guide selection of nGAP scholars. The criteria will include equity goals, academic merit, and institutional and national priorities.

6.16 Selection for nGAP posts will take place at university level and will happen through the regular university selection process conducted by the institution, with a DHET representative with observer status participating in the short-listing and interview process.

6.17 The university will make recommendations to an expert reference group appointed by DHET, which will include representatives from universities. This reference group will confirm or reject (if criteria have not been fully met) the recommendations.

6.18 Once confirmed, universities will make firm offers of permanent employment to selected candidates.

6.19Performance contracts will be put in place between the appointed nGAP scholar and the university that will clearly stipulate obligations, expectations, roles and responsibilities.

6.20 Contracts will set out the need to participate successfully in the SSAU Development Programme (described in section 8 below). The contract will set out such matters as the numbers of core courses and electives, the teaching load and the name and duties of the mentor. The contract will also spell out expectations in relation to registration for a PhD: should the nGAP Scholar already have a doctoral degree, a higher teaching load could be negotiated – however, participation in the SSAU Development Programme remains required.

It should be noted that nGAP scholars may register to study at an institution of their choosing: it does not have to be the institution to which they are appointed as staff members;

6.21 nGAP scholars will be expected to undertake a reduced teaching load(maximum of 20% load against departmental norms),with a spread of responsibilities and levels (in other words, the teaching experience should not be restricted to first year level).

6.22 All nGAP scholars will be assigned a mentor for the duration of their participation in the programme. The mentor's role includes keeping close track of agreed developmental milestones and plans. Mentors are envisaged to be experienced and successful academics: if necessary, recently retired academics may be contracted as mentors. The duties of mentors will include providing assistance with the preparation of a personal plan for professional development; assistance with such matters as personal problems, time management, and financial management; and opportunities for reflective discussions on teaching and research experiences, opportunities and challenges.

6.23 Universities will be expected to provide an annual report to the DHET on the progress of nGAP scholars at the end of each year of the six year cycle.

6.24 Should an nGAP scholar choose, on successful completion of the programme, to leave his/her home university and work at another South African university, the new university employer would need to repay reasonable SSAU-DP costs to the state. Should an nGAP scholar choose, on successful completion of the programme or during the course of the programme, not to pursue an academic career, s/he or her/his employer would need to repay reasonable SSAU-DP costs to the state. If the nGAP scholar drops out of the programme, s/he would need to repay costs on a pro rata basis. These conditions will be built into employment contracts.

6.25 The main cost drivers associated with the implementation of the nGAP are: salary costs for nGAP posts; development and distribution of advocacy material; advocacy visits to institutions; registration fees; costs associated with nGap scholar participation in SSAU-DP activities; costs associated with assigning a mentor for each nGAP scholar; costs of infrastructure and equipment needed to support the work of nGAP scholars; and conference / international mobility participation costs.

7. THE EXISTING ACADEMICS CAPACITY ENHANCEMENT PROGRAMME (EACEP)

7.1 The EACEP seeks to address the development needs of permanent and contract staff. It is acknowledged, however, that some universities use high numbers of contract staff, often on relatively poor employment conditions and with high teaching loads, with little access to developmental opportunities or career advancement opportunities. With appropriate support and access to development opportunities, this pool of staff can be developed towards full positions as permanently employed academics at institutions.

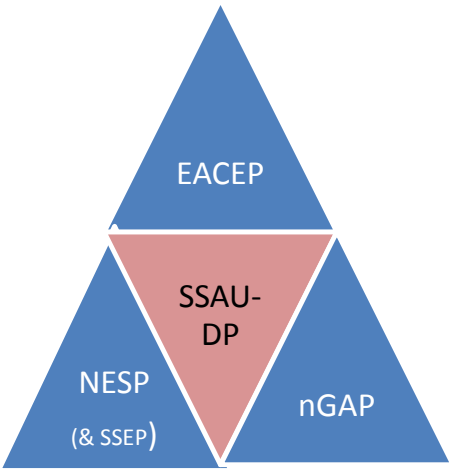
7.2 The development of existing contract and permanent staff can take place through supporting them to complete a formal qualification, for example a Master's or doctorate in their disciplinary area, if this is not yet in place, or the completion of formal courses linked to a qualification such as a Postgraduate Diploma in Higher Education, or through participation in a range of non-formal development activities offered at institutional level.

7.3 Development support for this category of staff will be provided through enabling their formal, contract-bound participation on the SSAU Development Programme.

7.4 The main cost drivers associated with the implementation of the EACEP are: registration costs for formal courses or programmes; participation costs in non-formal development activities; costs associated with assigning a mentor; teaching replacement costs to enable the staff member to participate in development opportunities or be afforded time to focus on doctoral work; and conference participation costs.

8. THE STAFFING SOUTH AFRICA'S UNIVERSITIES DEVELOPMENT PROGRAMME (SSAU-DP)

8.1 The SSAU-Development Programme is designed as a support programme that will assist in meeting the development needs of emerging scholars, nGAP scholars and existing or supplementary staff who might participate in certain elements of the programme. It is likely, too, that other staff (employed for replacement teaching purposes, for example, or individuals from business or the private sector who need to develop or update in certain competencies) might participate in various ways and at various levels.



8.2 The SSAU-DP is therefore at the heart of the SSAUF, and supports the implementation of the three core programmes, as the diagram alongside illustrates.

8.3 The SSAU-DP is designed to provide flexibility to deal with the different needs of nGAP scholars and other participants, who will include:

8.3.1 n-GAP participants who are undertaking doctoral degree study (it is envisaged that this will be the largest group);
8.3.2 n-GAP participants who have completed their doctorates but are new to academic work (for example, postdoctoral students);
8.3.3 existing staff who are undertaking doctoral studies and will have a range of experience;
8.3.4 emerging scholars who are appointed as tutors and mentors and who will benefit from carefully selected teaching development activities; and
8.3.5 additional staff from business or the private sector as outlined in 8.1 above.

8.4 Given these different groups, the SSAU-DP will be modified to meet the needs of individuals whose situations and levels of qualification and experience will not be the same. For example, the duration of the SSAU-DP for individuals might differ depending on whether an nGAP scholar has already made significant progress with or has completed a doctoral degree.

8.5 Academics will be supported through the SSAU-DP for a maximum of 3 years. This could take the form of support while completing early post-graduate studies (emerging scholars), while completing a PhD or while involved in postdoctoral work (nGAP scholars and other existing academics) or as part of the support provided to early career academics (existing academics).

8.6 A detailed and individualized contract, containing information on activities and timelines, will be put in place for each person supported by the SSAU-DP. The contract will be reviewed and signed annually by the SSAU-DP beneficiary, the mentor, and the SSAU-DP institutional coordinator/s.

8.7 The SSAU-DP will consist of formal and non-formal components.

8.8 The formal component of the SSAU-DP will consist of a range of accredited short courses or modules. In combination they could contribute to the attainment of a qualification such as the Postgraduate Diploma in Higher Education. Institutions will be strongly encouraged to enter into partnerships in respect of developing and offering the formal courses that are part of the SSAU-DP.

8.9 It is envisaged that while the overall programme should be collaboratively developed, the various partners will offer different modules/short courses in the formal programme.

8.10 SSAU-DP participants will build a portfolio of courses from these offerings, and eventually attain a full qualification if they wish.

8.11 To make mobility and collaboration possible, the courses/modules will be offered on a blended learning basis, with substantial contact time for which SSAU-DP participants will be released.

8.12 SSAU-DP formal courses will focus on the development of the full range of competences needed by an academic in his/her work, including teaching expertise, research expertise and social engagement expertise.

8.13 The non-formal component of the SSAU-DP will include teaching and research development activities.

8.14 Teaching development activities will include workshops and seminars on topics such as curriculum design, teaching in diverse classrooms, managing large classes, understanding and developing assessment tasks, technology and education, blended learning approaches and possibilities, developing and running tutorials, and promoting interactive engagement.

8.15 Research development opportunities will include activities such as workshops and seminars on research planning, writing for publication, preparing a research proposal, writing grant proposals, undertaking a doctorate, and project management; discipline-specific interventions in co-operation with departments/faculties, for example peer-review publication workshops; supervision training opportunities including workshops and seminars on topics such as attracting and taking on students, the supervisory relationship, roles and responsibilities of supervisor and student, including the securing of funding, models of supervision, ethical issues, and choosing a topic and framing a research question; and support to attend and present at conferences, including at least one international conference.

8.16 All SSAU-DP participants will be assigned a mentor for the duration of their participation in the programme. The mentor's role includes keeping close track of agreed developmental milestones and plans. Mentors are envisaged to be experienced and successful academics: if necessary, recently retired academics may be contracted as mentors. The duties of mentors are sketched in section 6.21 above.

8.17 Participants on the SSAU-DP will also be participants of one of the other programmes in the SSAUF, and the cost of their participation will be carried as part of those programmes. The main cost driver for the SSAU-DP relates to programme and learning material development costs, along with ongoing delivery and management costs.

9. THE SUPPLEMENTARY STAFF EMPLOYMENT PROGRAMME (SSEP)

9.1 The SSAUF is intended to address university staff development needs in the long-term. However, several factors combine to make the ongoing appointment of additional staff both attractive and necessary. These factors include the general enrichment value contributed by staff from different walks of life and global contexts, the flexibility given by short-term, part-time employment, the planned expansion of the system, and the general value-add through

mentoring and other forms of support that retired or other part-time staff are ideally placed to give.

9.2 The SSEP involves government making available a feasible number of SSEP 'post-equivalents' per annum across the system, to be applied for on an agreed basis and equitably allocated to institutions on the basis of approved staffing plans and/or proposals and taking into account factors such as specific development needs, size and shape, and enrolment plans.

9.3 For obvious reasons, SSEP posts will be temporary, but institutions can decide how to use the funds – for example, they could employ several people against the full-time equivalent funding for one post.

9.4 Categories of supplementary staff that could be employed through the SSEP include:

9.4.1 retirees who could be appointed as mentors, co-supervisors, or replacement or additional teachers (to enable other staff to participate in the range of development opportunities made possible through the SSAUF);

9.4.2 people whose expertise in industry and the professions could be harnessed to increase the pool of supervisors (through joint-supervision arrangements, for example), the availability of bench space in laboratories, and for specialist teaching and mentoring; and

9.4.3 academic staff from other countries, including developing countries, who could be appointed on a fixed term contract basis and who would, while contributing to SA's needs, both benefit from the experience of working in South Africa and not be lost to their home countries.

9.5 The main cost drivers associated with the implementation of the SSEP are funds needed for salaries of supplementary staff; costs associated with infrastructure and equipment needs; and costs for enabling participation on the SSAU-DP where this is needed.

10. MANAGING THE IMPLEMENTATION OF THE SSAUF

10.1 As the higher education system is in a prolonged period of expansion and development, the programmes embedded within the SSAUF should be viewed as recurrent programmes that will be rolled out annually as funds permit.

10.2 The implementation of the SSAUF as a national capacity building project involves a partnership between the DHET and South African universities, and strong management capacity to support the implementation of the Framework must be in place at the DHET and at universities.

10.3 Management and coordination at the institutional level will be undertaken by a designated academic institutional entity such as a Teaching and Learning Centre through which institutions will be required to submit annual reports on the management, implementation and evaluation of the programmes. Continued support through the SSAUF will be contingent on institutions complying with specified programme requirements, including reporting requirements.

10.4 A directorate/sub-directorate will be established and adequately staffed and resourced at the DHET to oversee the implementation of the SSAUF. The directorate/sub directorate will develop strong relationships with the entities that will manage the implementation of SSAUF programme activities at institutions.

10.5 The main cost drivers associated with the management of the SSSAUF are as follows: personnel and operational costs for the DHET directorate/sub-directorate; and personnel and operational costs for the entity that will manage the programmes at the institutional level.

11.FUNDING THE IMPLEMENTATION OF THE SSAUF

11.1 The National Development Plan has made reference to the issue of developing a next generation of academics, the White Paper on Post School Education and Training has also identified this as a critical issue that needs to be addressed, and the Medium Term Strategic Framework (2014 – 2019) has already put targets in place in this regard. There is a groundswell of support for programmes such as those contained in the SSAUF, and for the

outcomes that they will seek to achieve. It will be important for this support to translate into financial backing for the implementation of the SSAUF.

11.2While it is recognized that the SSAUF will achieve maximum impact only when all the programmes associated with it are rolled out on a suitable scale, the SSAUF is set out in a manner that enables programmes to be rolled out individually or collectively, as funding allows.

11.3 The full implementation of the SSAUF will need substantial investment from the state and its partners, and funds will need to be drawn from a range of sources, including new funds and funds that are already in the system.

11.4 It is important to draw together the resources that are already available or that will become available in the system for the achievement of goals similar to those of the SSAUF, as this will bring greater coherence to the nation's efforts to address the staffing challenge at universities, and likely lead to greater impact.

11.5 The frequency with which cohorts are taken up in SSAUF programmes each year, and the number of programme beneficiaries will be determined by the extent to which the DHET is able to harness resources to implement SSAUF programmes for each cohort.

11.6 The bulk of the new appointments at universities must continue to be funded through the annual block grant allocation to universities. The SSAUF cannot replace university responsibility for recruiting and appointing the full complement of staff that it needs: rather, it is meant to support university efforts.

11.7 Funds to implement SSAUF programmes will be sought from the following sources:

11.7.1 relevant areas/programmes within the Research and Teaching Development Grants that are currently allocated annually to universities will increasingly be directed towards the implementation of the SSAUF;

11.7.2 local and international donor partners will be encouraged to direct their contributions to the implementation of the framework rather than trying to set up or support parallel initiatives that duplicate current efforts or result in a fragmented response;

11.7.3 agreement will be sought with the Department of Science and Technology, the National Research Foundation and other national government departments to enable some of the

resources such as scholarships that are currently made available to be directed towards supporting the implementation of the SSAUF;

11.7.4 Sector Education and Training Authorities (SETAs) will be approached to contribute financially to the implementation of the SSAUF. The Education, Training and Development Practices (ETDP) SETA annually supports university lecturer development as part of its Annual Performance Plan targets. These funds could be directed to support the implementation of the SSAUF;

11.7.5 the National Skills Fund will be requested to make a substantial contribution to the implementation of this programme which will be directly managed by the DHET; and

11.7.6 Medium Term Expenditure Framework (MTEF) bids will be submitted to secure funds for the implementation of the SSAUF.

11.8 The DHET will work with partners to confirm available funds each year, and on the basis of what is available, a project plan will be developed to guide implementation of the SSAUF for a cohort of beneficiaries taken onto the programmes in a specific year, on a scale that matches the funds that are available. The project plan will include a detailed budget that enables beneficiaries to be supported for the duration of their participation in the programme.